

Technical Committee Report And Curriculum Guide  
for  
**Idaho Family and Consumer Sciences Education**

**YOUNG LIVING**  
**Grade 8**

**IBEDS 77206**



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Health Professions and Family and Consumer Sciences Education  
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## INTRODUCTION

The Young Living curriculum framework was developed by a team comprised of Idaho Professional Technical Education staff and a committee of selected Idaho middle school teachers. The curriculum team developed the Young Living framework from the National Standards for Family and Consumer Sciences Education, the previous Idaho Young Living guide, Idaho recommended texts, other states' curricula and a review of literature pertaining to curriculum content.

This statewide curriculum reflects the knowledge and skills recommended for 8<sup>th</sup> grade students. Students completing the Young Living course are better prepared for the challenges of living and working in today's society. The competency-based curriculum framework format provides a means for monitoring student progress and generating student profiles. The student profile is a cumulative record of progress and provides documentation of competence. The competencies in this course have been aligned to the Idaho state achievement standards for Health, Language Arts, Math and Social Studies.

The Young Living statewide curriculum framework is intended to be the fundamental guide to schools for program content. Schools offering Family and Consumer Sciences education should have an advisory committee to consider local and community needs.

## ACKNOWLEDGMENTS

Thanks to the following individuals for their contributions of activities, websites, lessons and resources and for their expertise in writing and editing.

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The Young Living curriculum committee involved personnel from Idaho Middle Schools, Junior High Schools, the University of Idaho and the Idaho Division of Professional-Technical Education. These people serve with the approval of their employers. The Idaho Division of Professional-Technical Education is deeply appreciative of the opportunity to meet with these committee members.

The following people gave of their time, energy and expertise in the development of this course of study.

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# YOUNG LIVING

## **COURSE DESCRIPTION**

Young Living is a course designed to be offered to young adolescents. The emphasis of the course will be to develop knowledge and skills in the areas of personal development, careers, clothing, family relationships, personal finances, personal living space, foods and wellness. FCCLA activities should be integrated into this course

## **IMPORTANT INFORMATION**

### **Delivery of the Young Living Curriculum**

The setting for the delivery of the Young Living course of study should be in a laboratory setting that is appropriate for a variety of active hands-on experiences. Full-class participation is emphasized with teamwork as well as individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on problem-based instruction that is designed to enable and inspire students to plan and take action for the well-being of self and others in the home, workplace, community and world.

### **Teacher Qualifications**

The teacher of this course must be certified with an endorsement in Family and Consumer Sciences education. It is highly recommended that teachers have recent industry experience or an internship experience to gain knowledge about career opportunities in family and consumer sciences occupations.

### **Length and Level of the Course**

This is a one or two semester course, preferably at the 8<sup>th</sup> grade level, however this course can be adapted to a nine week course as well.

### **Recommended Resources:**

Young Living Activity / Resources Guide, 2004  
Materials from the SDE curricular materials list for Family and Consumer Sciences  
FCCLA Materials

### **Career Clusters**

This course is recommended for all students because the course content helps students develop essential life and relationship skills necessary for living and working in a diverse, global society. Occupational areas related to the Young Living curriculum are included in the Human Services and Education Career Clusters. Examples include education, child and family services, law and community service.

## CURRICULUM FRAMEWORK

PROGRAM AREAS: Family & Consumer Sciences Education

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: August 2004

PROGRAM TITLE: Young Living (one or two semesters) IBEDS 77206

IDAHO CODE NUMBER: FC0030

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### **I. MAJOR CONCEPTS/CONTENT:**

The purpose of this course is to meet the unique needs of middle school students. Young Living is an exploratory course that covers the comprehensive content of family and consumer sciences education. The Young Living curriculum has been aligned with the Idaho Achievement Standards.

### **II. WORK-BASED LEARNING ACTIVITIES:**

It is recommended that students have an opportunity to observe or volunteer in a variety of work settings depending on the available opportunities.

### **III. FAMILY AND CONSUMER SCIENCES EDUCATION NATIONAL STANDARDS:**

*The following comprehensive standards were used as a guide to provide the structure for identifying what learners should be able to do.*

- 1.0 Integrate multiple life roles and responsibilities in family, work and community settings.
- 2.0 Evaluate management practices related to the human, economic, and environmental resources.
- 6.0 Evaluate the significance of family and its impact on the well being of individuals and society.
- 12.0 Analyze factors that impact human growth and development.
- 13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.
- 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well being.
- 15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.

### **IV. Young Living Content Standards:**

After successfully completing this program, the student will be able to:

- 1 Examine Factors that Affect Personal Development**
- 2 Examine Relationships in the Family, Community and Society**
- 3 Develop Consumer Skills and Resource Management**
- 4 Develop Skills to Enhance Home and Environment**
- 5 Develop Nutrition, Fitness and Food Preparation Skills**
- 6 Practice Skills to Enhance Personal Appearance**

<b>SUGGESTED SCOPE AND SEQUENCE *</b> <b>Young Living</b>
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\*Suggested times are for semester schedules; please adjust for alternative schedules

**I. Factors that Affect Personal Development  
(3-4 weeks or 16%)**

- A. Individual differences
- B. Changes during adolescence
- C. Self-concept
- D. Personal Environment
- E. Types of intelligences
- F. Attitude
- G. Personality
- H. Decision-making strategies
- I. Personal goals
- J. Career options
- K. Success at school and work
- L. Leadership skills

**II. Relationships in the Family, Community and Society  
(3-4 Weeks or 16%)**

- A. Healthy relationships
- B. Importance of the family
- C. Life changes
- D. Strengthen family relationships
- E. Developing friendships
- F. Positive and negative peer influences
- G. Communication in personal and family life
- H. Conflict resolution techniques
- I. Parenting
- J. Stages of children
- K. Children's play
- L. Safety of young children
- M. Care for children, the elderly and individuals with special needs

**III. Consumer Skills and Resource Management  
(2-3 Weeks or 11%)**

- A. Buying decisions
- B. Money management skills
- C. Making wise consumer choices

**IV. Home and Environment  
(2-3 Weeks or 11%)**

- A. Home environment
- B. Manage personal living space
- C. Enhance personal living space
- D. Home safety
- E. Preserve environment and conserve resources
- F. Community pride
- G. Personal safety

**V. Nutrition, Fitness and Food Preparation  
(5-6 Weeks or 24%)**

- A. Food choices
- B. Essential nutrients
- C. Dietary guidelines
- D. Fitness and wellness /Healthy Lifestyle
- E. Food safety and sanitation
- F. Safety in the kitchen
- G. Kitchen tools and equipment
- H. Foods lab
- I. Menus and meal patterns
- J. Healthy meals and snacks
- K. Food shopping techniques
- L. Cooking techniques / recipes and directions
- M. Healthy and tasty food preparation
- N. Mealtime manners

**VI. Personal appearance  
(4-5 Weeks or 22%)**

- A. Grooming habits
- B. Clothing selection
- C. Purchasing clothing
- D. Clothing care
- E. Sewing lab safety
- F. Sewing skills and equipment usage
- G. Constructing a project
- H. Repair or alter clothing

# CURRICULUM FRAMEWORK

## YOUNG LIVING

**1.0 Content Standard: EXAMINE FACTORS THAT AFFECT PERSONAL DEVELOPMENT**

**1.01 Competency: EXPLORE FACTORS THAT AFFECT INDIVIDUAL DIFFERENCES**

PERFORMANCE INDICATORS:

1. Explain how all people are similar and different
2. Explain the influence of heredity
3. Explain acquired characteristics

**1.02 Competency: EXPLAIN PHYSICAL AND EMOTIONAL CHANGES DURING ADOLESCENCE**

PERFORMANCE INDICATORS:

1. Describe physical changes during adolescence
2. Describe emotional changes during adolescence
3. Identify constructive ways to deal with strong emotions

**1.03 Competency: EXPLORE EXPERIENCES THAT AFFECT SELF-CONCEPT**

PERFORMANCE INDICATORS:

1. Explain self-concept
2. Describe qualities that build a positive self-concept
3. Explain constructive criticism

**1.04 Competency: ANALYZE WAYS THAT ENVIRONMENT AFFECTS DEVELOPMENT**

PERFORMANCE INDICATORS:

1. Explain cultural influences on development
2. Describe experiences that influence development
3. Describe the influences of role models

**1.05 Competency: COMPARE DIFFERENT TYPES OF INTELLIGENCES**

PERFORMANCE INDICATORS:

1. Explain types of intelligences
2. Describe the development of types of intelligences
3. Explore learning styles as related to intelligence types



**1.06 Competency: EXPLAIN THE EFFECTS OF ATTITUDE ON OUTLOOK AND ACTIONS**

PERFORMANCE INDICATORS:

1. Define attitude
2. Describe the importance of a positive attitude
3. Describe the influence of values on actions
4. Explain the importance of responsible actions

**1.07 Competency: EXAMINE FACTORS THAT SHAPE PERSONALITY**

PERFORMANCE INDICATORS:

1. Define personality
2. Explain how personality develops
3. Describe different personality traits needed for specific jobs

**1.08 Competency: DEVELOP SKILLS FOR RESPONSIBLE DECISION-MAKING**

PERFORMANCE INDICATORS:

1. Differentiate between routine and major decisions
2. Explain the decision-making process
3. Describe factors to consider in making responsible decisions

**1.09 Competency: DEVELOP SKILLS TO SET AND ACHIEVE PERSONAL GOALS**

PERFORMANCE INDICATORS:

1. Distinguish between short-term and long-term goals
2. Identify resources that can help to achieve goals
3. Describe steps to achieve goals
4. Develop a plan to achieve a personal goal

**1.10 Competency: INVESTIGATE CAREER OPTIONS**

PERFORMANCE INDICATORS:

1. Identify considerations for selecting a career
2. Explain the process of career research
3. Describe ways to prepare for a future career

**1.11 Competency: DEVELOP HABITS THAT CONTRIBUTE TO SUCCESS AT SCHOOL AND WORK**

PERFORMANCE INDICATORS:

1. Explain skills that contribute to success in school and work
2. Describe characteristics of a responsible student/citizen/employee
3. Explain the importance of good communication skills

**1.12 Competency: DEVELOP LEADERSHIP SKILLS AND OPPORTUNITIES FOR POSITIVE ACTION**

PERFORMANCE INDICATORS:

1. Investigate types of leadership
2. Describe ways to develop leadership skills
3. Explain the relationship of citizenship to leadership
4. Demonstrate volunteer action to build teamwork and leadership

**2.0 Content Standard: EXAMINE RELATIONSHIPS IN THE FAMILY, COMMUNITY, AND SOCIETY**

**2.01 Competency: EXPLAIN THE COMPONENTS OF DEVELOPING HEALTHY RELATIONSHIPS**

PERFORMANCE INDICATORS:

1. Explain the importance of relationships
2. Identify skills needed to develop healthy relationships
3. Practice ways to develop healthy relationships

**2.02 Competency: DESCRIBE THE IMPORTANCE OF THE FAMILY IN SOCIETY**

PERFORMANCE INDICATORS:

1. Describe the types of family structures
2. Explain the function of the family as a basic unit of society
3. Explain the importance of family and traditions
4. Explore healthy long-term relationships/marriages

**2.03 Competency: DEVELOP STRATEGIES FOR DEALING WITH LIFE CHANGES**

PERFORMANCE INDICATORS:

1. Explain changes that occur throughout family life stages
2. Describe ways to adapt to changes
3. Explain techniques to deal with stressful situations

**2.04 Competency: DEVELOP STRATEGIES TO STRENGTHEN FAMILY RELATIONSHIPS**

PERFORMANCE INDICATORS:

1. Describe techniques for improving family relationships
2. Explain the importance of positive communication
3. Develop a plan for activities that strengthen the family

**2.05 Competency: EXPLAIN THE IMPORTANCE OF FRIENDSHIPS**

PERFORMANCE INDICATORS:

1. Explain the meaning of friendship
2. Describe the qualities of a friend
3. Explain reasons why friendships change

**2.06 Competency: DESCRIBE POSITIVE AND NEGATIVE PEER INFLUENCES**

PERFORMANCE INDICATORS:

1. Explain the influences that peers have on each other
2. Differentiate between positive and negative influences of peer pressure
3. Practice ways to handle peer pressure

**2.07 Competency: DEVELOP POSITIVE COMMUNICATION IN PERSONAL AND FAMILY LIFE**

PERFORMANCE INDICATORS:

1. Identify skills that promote positive communication
2. Describe verbal communication
3. Demonstrate non-verbal communication
4. Practice positive communication skills

**2.08 Competency: EXPLORE CONFLICT RESOLUTION TECHNIQUES**

PERFORMANCE INDICATORS:

1. Identify reasons why conflict occurs
2. Describe ways to prevent conflicts
3. Explain how conflicts can be resolved
4. Practice peer mediation techniques

**2.09 Competency: EXAMINE THE RESPONSIBILITIES AND SKILLS OF PARENTING**

PERFORMANCE INDICATORS:

1. Describe the commitment involved in becoming a parent
2. Identify the physical, intellectual, emotional, and social needs of children
3. Explain the parenting skills necessary to interact positively with children

**2.10 Competency: RECOGNIZE THE DEVELOPMENTAL STAGES OF CHILDREN**

PERFORMANCE INDICATORS:

1. Describe different areas of human development
2. List the developmental stages of an infant
3. Name the developmental tasks of a toddler
4. Describe the developmental accomplishments of a preschooler

**2.11 Competency: EXPLAIN THE IMPORTANCE OF CHILDREN'S PLAY**

PERFORMANCE INDICATORS:

1. Explain how infants, toddlers, and preschoolers learn through play
2. Describe different play activities
3. Create play activities

**2.12 Competency: IDENTIFY GUIDELINES FOR THE SAFETY OF YOUNG CHILDREN**

PERFORMANCE INDICATORS:

1. Identify ways to make a home safe for infants and young children
2. Describe how to prevent common accidents
3. Investigate resources for children's safety

**2.13 Competency: DEVELOP SKILLS TO CARE FOR CHILDREN, THE ELDERLY AND INDIVIDUALS WITH SPECIAL NEEDS**

PERFORMANCE INDICATORS:

1. Explain how to prepare for babysitting
2. Describe how to care for infants, toddlers, and preschoolers
3. Identify skills to care for the elderly
4. List accommodations necessary to care for individuals with special needs

**3.0 Content Standard: DEVELOP CONSUMER AND RESOURCE MANAGEMENT SKILLS**

**3.01 Competency: EXPLAIN FACTORS THAT INFLUENCE BUYING DECISIONS**

PERFORMANCE INDICATORS:

1. Identify how peers influence buying decisions
2. Describe ways in which advertising influences buying decisions
3. Evaluate advertising messages

**3.02 Competency: PRACTICE WISE MONEY MANAGEMENT SKILLS**

PERFORMANCE INDICATORS:

1. Identify sources of income and expenses
2. Develop a plan for spending and saving money
3. Discuss the benefits and costs of using credit

**3.03 Competency: USE KNOWLEDGE AND RESOURCES TO MAKE WISE CONSUMER CHOICES**

PERFORMANCE INDICATORS:

1. Identify the rights and responsibilities of a consumer
2. Demonstrate how to make an exchange or receive a refund
3. Compare products based on their quality and price

**4.0 Content Standard: DEVELOP SKILLS TO ENHANCE HOME AND ENVIRONMENT**

**4.01 Competency: EXPLAIN THE IMPORTANCE OF THE HOME ENVIRONMENT TO PERSONAL WELL-BEING**

PERFORMANCE INDICATORS:

1. Describe the basic needs that a home provides
2. Identify ways to organize a home's living space
3. Determine positive considerations to use when sharing living space

**4.02 Competency: MANAGE PERSONAL LIVING SPACE**

PERFORMANCE INDICATORS:

1. Discuss the advantages of a clean and safe home
2. Determine how to organize and manage cleaning tasks
3. Analyze traffic patterns in a living space

**4.03 Competency: ENHANCE PERSONAL LIVING SPACE**

PERFORMANCE INDICATORS:

1. List the elements of interior home design
2. Draw a new floor plan
3. Create a new look for a living space

**4.04 Competency: DEVELOP SKILLS TO SAFELY PERFORM NECESSARY TASKS AT HOME**

PERFORMANCE INDICATORS:

1. List common accidents that happen in the home
2. Describe ways to make a home safe

**4.05 Competency: EXAMINE ACTIONS TO PRESERVE THE ENVIRONMENT AND RESOURCES**

PERFORMANCE INDICATORS:

1. Identify natural resources in the environment
2. Describe ways to conserve natural resources
3. List ways to use energy wisely

**4.06 Competency: PRACTICE SKILLS TO IMPROVE COMMUNITY ENVIRONMENT**

PERFORMANCE INDICATORS:

1. Identify a project to improve the community environment
2. Develop plans to reduce, reuse, and recycle
3. Implement a community improvement plan

**4.07 Competency: DEVELOP STRATEGIES TO PROMOTE PERSONAL SAFETY**

PERFORMANCE INDICATORS:

1. Describe actions that affect personal safety
2. Identify ways to avoid risky behavior at home and in the community
3. Determine methods to prevent violence and maintain personal safety

**5.0 CONTENT STANDARD: DEVELOP NUTRITION, FITNESS AND FOOD PREPARATION SKILLS**

**5.01 Competency: EXAMINE ATTITUDES REGARDING FOOD CHOICES**

PERFORMANCE INDICATORS:

1. List factors that influence food choices
2. Describe how food affects the way people feel
3. Explain the difference between hunger and appetite

**5.02 Competency: EXPLAIN DIETARY GUIDELINES IN PROMOTING GOOD HEALTH**

PERFORMANCE INDICATORS:

1. List the six nutrient groups that a body needs
2. Explain the function of nutrients
3. Determine the types of foods that are sources of nutrients
4. Identify food groups and serving sizes according to the dietary guidelines

**5.03 Competency: ESTABLISH FITNESS AND WELLNESS BEHAVIORS FOR A HEALTHY LIFESTYLE**

PERFORMANCE INDICATORS:

1. Explain why fitness is important
2. Describe how exercise helps maintain fitness
3. Describe ways to maintain a healthy weight
4. Explain health services and information available in the community

**5.04 Competency: DEMONSTRATE PROPER FOOD SAFETY AND SANITATION PRACTICES**

PERFORMANCE INDICATORS:

1. Identify sources of food contamination
2. Explain how to handle food safely
3. Describe ways to keep the kitchen sanitary

**5.05 Competency: DEMONSTRATE PERSONAL SAFETY IN THE KITCHEN**

PERFORMANCE INDICATORS:

1. Identify causes of common kitchen accidents
2. Describe ways to prevent accidents in the kitchen
3. Explain ways of extinguishing kitchen fires

**5.06 Competency: PRACTICE CORRECT USE OF KITCHEN TOOLS AND EQUIPMENT**

PERFORMANCE INDICATORS:

1. Demonstrate the proper use of kitchen tools
2. Demonstrate how to use the microwave safely
3. Demonstrate how to operate kitchen appliances

**5.07 Competency: DEVELOP TEAMWORK SKILLS IN THE SCHOOL FOODS LAB**

PERFORMANCE INDICATORS:

1. Discuss how to work as a team in the school foods lab
2. Prepare a work plan
3. Follow a work plan in the foods lab

**5.08 Competency: EXAMINE FACTORS THAT AFFECT MENUS AND MEAL PATTERNS**

PERFORMANCE INDICATORS:

1. Describe how to plan balanced meals
2. Explain the importance of variety in meal planning
3. Determine available resources for meal preparation

**5.09 Competency: PLAN MENUS FOR HEALTHY MEALS AND SNACKS**

PERFORMANCE INDICATORS:

1. Develop a menu for a balanced meal
2. Describe healthy snack choices
3. Prepare healthy snacks and simple meals

**5.10 Competency: DEVELOP FOOD SHOPPING TECHNIQUES**

PERFORMANCE INDICATORS:

1. Explain the importance of planning ahead before shopping
2. Describe how to make wise food purchases
3. Determine proper food storage methods

**5.11 Competency: DEVELOP COOKING TECHNIQUES FOLLOWING RECIPES AND DIRECTIONS**

PERFORMANCE INDICATORS:

1. Identify different recipe formats
2. Define abbreviations and preparation terms used in recipes
3. Demonstrate how to measure dry and liquid ingredients

**5.12 Competency: EXPLORE WAYS OF PREPARING HEALTHY AND TASTY FOOD**

PERFORMANCE INDICATORS:

1. Demonstrate ways to prepare fruit
2. Describe methods to prepare, cook, and serve vegetables
3. Identify different types of salads
4. Explain how to prepare baked products
5. Demonstrate how to cook pasta and rice
6. Incorporate dairy foods into a healthy diet
7. Identify how to prepare meat, poultry, fish, beans, and eggs

**5.13 Competency: PRACTICE APPROPRIATE MEALTIME MANNERS**

PERFORMANCE INDICATORS:

1. Demonstrate table settings
2. Identify appropriate table manners

**6.0 Content Standard: PRACTICE SKILLS TO ENHANCE PERSONAL APPEARANCE**

**6.01 Competency: PRACTICE APPROPRIATE GROOMING HABITS FOR SCHOOL AND WORK**

PERFORMANCE INDICATORS:

1. Explain the benefits of good health and grooming
2. Describe how to care for skin, hair, nails, teeth, and feet

**6.02 Competency: SELECT CLOTHING TO ENHANCE PERSONAL APPEARANCE**

PERFORMANCE INDICATORS:

1. Describe how clothing affects a person's appearance
2. Explain how to select clothing
3. Identify appropriate clothing styles and fit

**6.03 Competency: DEVELOP CLOTHING PURCHASING SKILLS**

PERFORMANCE INDICATORS:

1. Assess wardrobe needs
2. Evaluate quality in clothing
3. List ways to maximize the dollar value from clothing purchases

**6.04 Competency: EXPLAIN TECHNIQUES FOR PROPER CLOTHING CARE**

PERFORMANCE INDICATORS:

1. Interpret clothing labels
2. Describe how to remove spots and stains from clothing
3. Identify techniques for washing, drying, and ironing clothes
4. Explain how to store clothes properly

**6.05 Competency: PRACTICE SAFETY IN THE SEWING LAB**

PERFORMANCE INDICATORS:

1. Describe safety methods used in a sewing lab
2. Explain how to use and care for small sewing equipment
3. Describe how to operate a sewing machine

**6.06 Competency: PRACTICE SEWING SKILLS AND EQUIPMENT USAGE**

PERFORMANCE INDICATORS:

1. Demonstrate how to properly use a scissors
2. Demonstrate how to hand stitch
3. Demonstrate how to operate a sewing machine

**6.07 Competency: DEVELOP SKILLS TO CONSTRUCT A SEWING PROJECT**

PERFORMANCE INDICATORS:

1. Discuss the selection of a sewing project
2. Select fabric for a sewing project
3. Prepare fabric for a sewing project
4. Follow sewing instructions
5. Stitch straight and curved seams and turn corners
6. Finish seams



**6.08 Competency: DEVELOP SKILLS TO REPAIR OR ALTER CLOTHING**

PERFORMANCE INDICATORS:

1. Practice hand-sewing techniques
2. Describe ways to repair clothing
3. Identify ways to recycle clothing